



## Literacy- specific area

### Reading

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
<p>Bring a book from home and retell it to their peers. The children also talk about why it is their favourite.</p>	<p>Decoding</p> <p>I can recognise my own name on my name badge.</p>	<p>I can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p>	<p>I am beginning to hear and say the initial sound in a given word.</p> <p>I can identify an object when given the initial sound.</p>
	<p>Range of reading</p> <p>I show an interest in illustrations and words in print and digital books and words in the environment such as that information can be relayed through signs &amp; symbols in various forms e.g. pictures, symbols, logos, internet, words in the environment in a guided group.</p>	<p>I like to look at and enjoy print and digital books independently.</p>	<p>I can handle books carefully and the right way up.</p> <p>I can turn the pages of a book correctly and one a time.</p>
	<p>Familiarity with text</p> <p>I enjoy repeating words and phrases from familiar stories that I share at home with my family and friends in the class.</p>	<p>I am aware of the way stories are structured, and to tell own stories. I can use the words beginning, middle and end when talking about stories.</p>	<p>I can talk about familiar stories &amp; tell a long story to my friends, or my key worker.</p>
	<p>Poetry and performance</p>	<p>I like to sing to myself and makes up simple songs when I am playing with friends or on my own.</p>	<p>I can creates sounds, movements, drawings to accompany stories.</p>

	I am beginning to spot & suggest rhymes when hearing stories or poems when they are read to me.	I am able to say lots of words that rhyme with a word like 'cat'	I can sing a large repertoire of songs to my friends or key worker.  I am able to make up my own stories, with characters, a beginning, middle and an end and perform it to my friends and key worker.
	Word meaning	I engage in extended conversations about stories, learning new vocabulary and what the words mean. I can then use this new vocabulary in my play.	I have a bank of new vocabulary that reflects the breadth of my experiences of reading different books.
	Understanding and inference  I start to ask questions about the story that is being read to me so I have a better understanding.	I can explain what is happening when looking at picture clues in the story and talk about the reasons for my answers.  I can talk about the important parts of the story and why they have happened.	I can name the characters and look at their emotions. I can talk about how and why they are feeling the way, they are.
	Prediction  I like to join in with repeated refrains and anticipates key events and phrases in rhymes and stories	I can talk about the events that have happened in the story and relate them to my own experiences.	I can talk about events and principal characters in stories and suggests how the story might end and why.
	Discussing reading and books.  I have favourite books and seeks them out, to share with my key worker, with another child, or to look at alone.	I like to engage in extended conversations about stories, learning new vocabulary and using the new vocabulary in my play.	

### Writing

<b>Baseline (Sept)</b>	<b>Autumn (Dec)</b>	<b>Spring (April)</b>	<b>Summer (June)</b>
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<p>Create a picture to send home. Note mark making tools selected and how they are controlling them.</p>	<p>Start to make marks on their picture to stand for their name (recognise important prints to me)</p>	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>I can use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p>
	<p>I can give meaning to what the marks, shapes, letters and pictures that I make mean</p>	<p>I am able to 'map' out a familiar story through drawing and retell the key events that I have included in my mark making.</p>	<p>I can write my name correctly.  I can link some phonemes to graphemes correctly and independently in my writing.</p>
	<p>I like to investigate making marks in different ways such as in paint, sand, and using different writing materials.</p>	<p>I enjoy drawing freely and talking about what I have made.</p>	<p>I can use some of my letter sound knowledge in my early writing.</p>